



Jackson Public Schools Board of Trustees Meeting

November 17, 2020

5:30 p.m.

Errick L. Greene Ed.D., Superintendent



Our Agenda

- I. Call to Order
- II. Establishment of Quorum
- III. Adoption of Agenda
- IV. Reading and Approving Minutes
- V. Superintendent's Report
- VI. Public Participation and/or Proposed Policy Issues
- VII. Information Only Items
- VIII. Information/Action Items
- IX. Consent Agenda Items – Finance
- X. Consent Agenda Items – General
- XI. Consent Agenda Items – Personnel
- XII. Consideration to Hold Executive Session
- XIII. Adjourn



Items I-IV:

Letitia S. Johnson, Board President

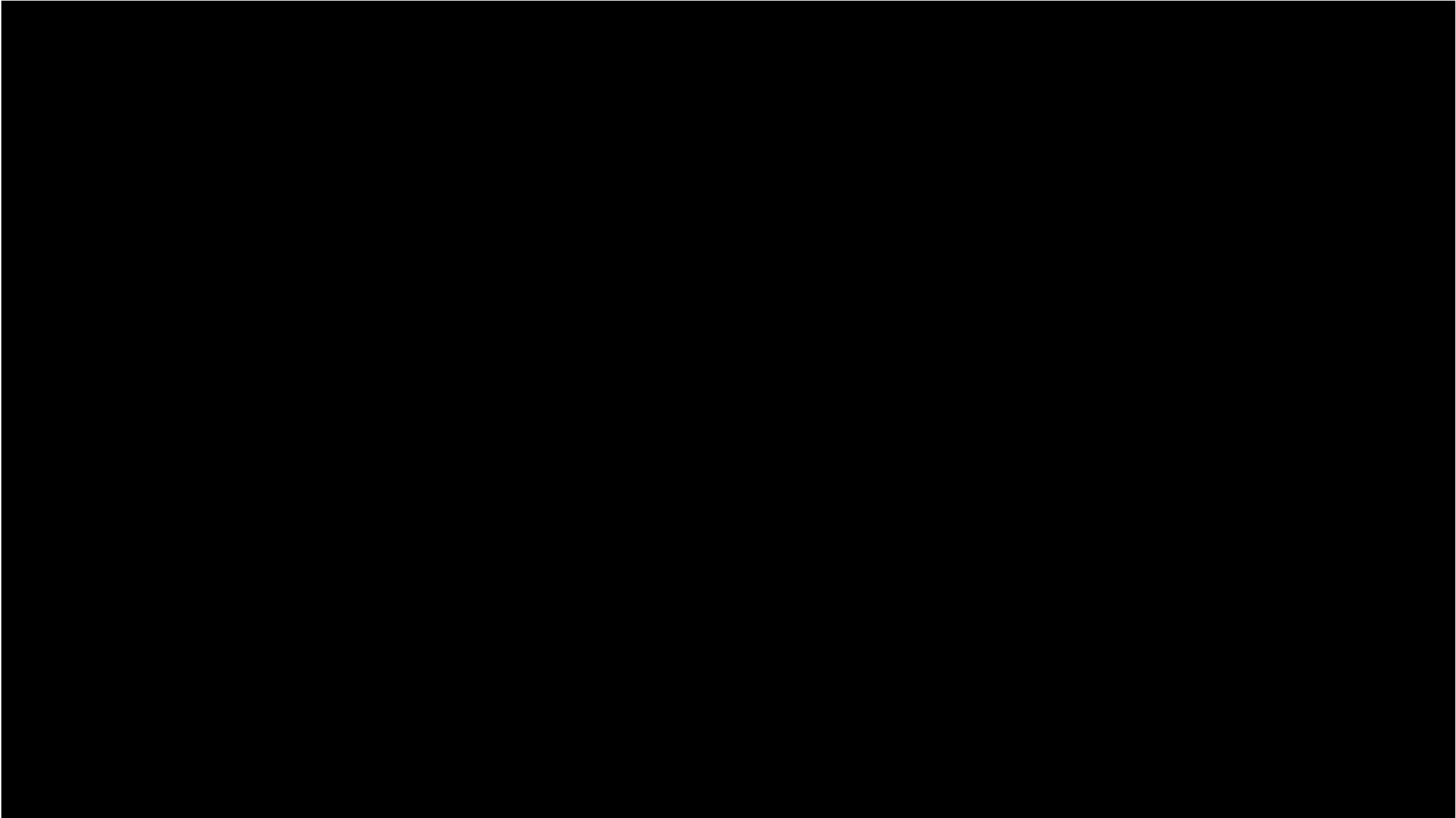
- I. Call to Order
- II. Establishment of a Quorum
- III. Adoption of the Agenda
- IV. Reading and Approving Minutes



Item V: Superintendent's Report

Errick L. Greene. Ed.D.

- A. School Climate and Student Behavior Update (**Amanda Thomas, ED of Climate and Wellness**)
- B. Teacher and School Leaders (TSL) Grant Overview (**Kimberly Smith, ED Office of Teacher and Learning**)
- C. Progress of Meeting Academic Benchmarks and Third Grade Literacy (**Assistant Superintendents**)





Jackson Public Schools Commitment 4: Joyful Learning Environments

Office of Climate and Wellness

November 17, 2020

Board Meeting

Jackson Public Schools

Vision and Mission

Vision- Jackson Public Schools prepares scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Mission- Jackson Public Schools develops scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

Core Values - At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.



Objectives

Share updates on
key initiatives

Analyze & compare
current data trends
with 2018-2019,
2019-2020 school
years



Commitment #4: Joyful Learning Environment



Engaging families to support scholars' well-being and development



District accountability model for school climate and wellness



Fostering relationships between scholars and caring adults



Researching and implementing a district-wide framework to address Social-Emotional Learning (SEL)



Fostering learning experiences that are fun and deeply engaging



Engaging families to support scholars well-being and development

FREE VISION SERVICES!

MORE DATES RELEASED DUE TO POPULAR DEMAND

Free Vision Screenings For JPS Students!

Vision To Learn and Jackson Public Schools will host multiple free screening days!

Students ages 5-18 are welcome to join at one of the sites below.

Boyd Elementary
4531 Broadmeadow Drive
October 14, 15 & 16
10 a.m. - 3 p.m.

Kirksey Middle
5677 Highland Drive
October 19, 20 & 21
10 a.m. - 3 p.m.

McWillie Elementary
4851 McWillie Circle
October 22 & 23
10 a.m. - 3 p.m.

Please wear a mask and be prepared to provide your MSIS Number.

JACKSON PUBLIC SCHOOLS PRE-K
★ PARENT ★
ACADEMY

in partnership with


BARKSDALE READING INSTITUTE

Parents will **UNDERSTAND** Kindergarten Readiness, **IDENTIFY** childhood development milestones, **PRACTICE** readiness skills at home and **CONNECT** with teachers and other families.

WHO: Parents of children who are 3-5 years of age (500 spaces available)

WHAT: Six (6) hands-on interactive modules delivered VIRTUALLY, including FREE materials to practice readiness skills at home

WHEN: Monthly on **Thursday evenings** from 5:30 - 7:00 p.m.
 • October 15, 2020 • February 18, 2021
 • November 19, 2020 • March 25, 2021
 • January 21, 2021 • April 15, 2021

WHY: Many of the skills needed to be successful academically, socially and emotionally later in life are rooted in this developmental window


HOW: Register by clicking on this link: bit.ly/PreKParentAcademyRegistration


JACKSON PUBLIC SCHOOLS

General Development • Social Language • Literacy • Math • Reading • Math

CHILD NUTRITION ON THE GO

2020




JPS Child Nutrition along with the Transportation Department will be serving and delivering Breakfast and Lunch!

NUTRITION ON THE GO served at the following sites:

Bailey APAC Middle School Bates-Cardozo School Blackburn Middle School Boyd Elementary School Forest Hill High School	Galloway Elementary School Kirksey Middle School Lanier High School McWillie Elementary School Munah High School	Northwest Middle School Peoples Elementary School Van Winkle Elementary School **McLeod Elementary School **Smith Elementary School ***Opening on October 1
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Serving time: 11:00 a.m. to 2:00 p.m.
Monday through Friday
Serving anyone up to 18 years old
(Does not have to attend JPS)
Contact Child Nutrition for more information
904-950-8911





EAT CLEAN THINK CLEAN

CHILD NUTRITION GRAB AND GO WEEKEND MEALS

Families may pick up meals each Friday from 11 a.m. - 2 p.m. at the following schools:

- Bailey APAC Middle, 1900 North State Street
- Bates/Cardozo Complex, 3580 McDowell Road Ext.
- Blackburn Middle, 1331 West Pearl Street
- Boyd Elementary, 4531 Broadmeadow Drive
- Forest Hill High, 2607 Raymond Road
- Galloway Elementary, 186 Idlewild Street
- Kirksey Middle, 5677 Highland Drive
- Lanier High, 835 West Maple Street
- McLeod Elementary, 1616 Sandwood Place
- McWillie Elementary, 4851 McWillie Circle
- Munah High, 1400 Munah Drive
- Northwest Jackson IB Middle, 7020 Highway 49 North
- Peoples Middle, 2940 Belvedere Drive
- Smith Elementary, 3900 Parkway Avenue
- Van Winkle Elementary, 1650 Oaklawn Road

October 16 through December 18



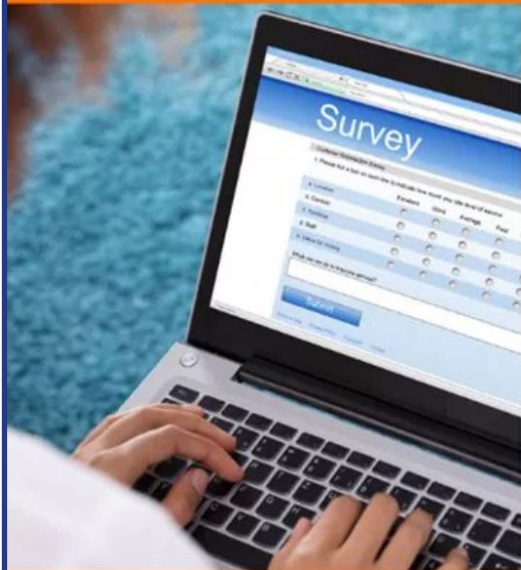
Engaging families to support scholars well-being and development

- JPS partners with Vision to Learn to provide free vision screenings for scholars ages 5 to 18.
- JPS Partners in Education provide parent academies to support scholars at home.
- JPS Child Nutrition and Transportation serves and delivers breakfast and lunch to scholars daily. Child Nutrition provides Grab and Go weekend meals to scholars on Fridays.



District accountability model for school climate and wellness

FALL LEARNING EXPERIENCES SURVEY



Your voice matters!

Tell us what is working and what can be improved with regard to:

- Meals
- Childcare
- Health & Well-Being
- Technology & Internet Access

www.jackson.k12.ms.us/FallLearningSurvey

[RETURN TO HEADLINES](#)

Learning Experience Survey

Learning Experience Survey: Share your Feedback with Jackson Public Schools

November 3, 2020

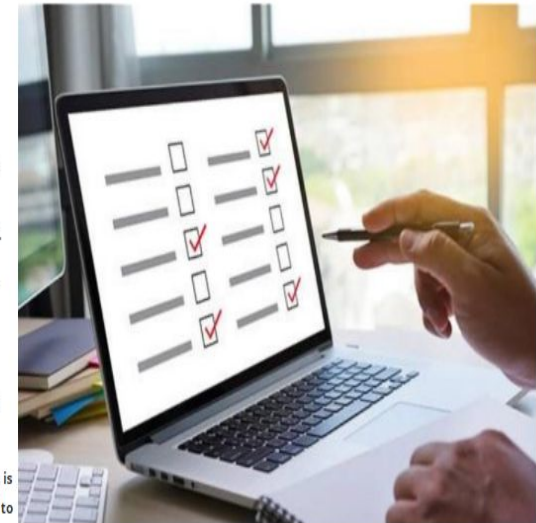
Previously, we sent a survey to learn what JPS could do to improve our district's communication and support. We greatly appreciated everyone's perspectives and are sending this survey again to collect ongoing feedback.

Please click [here](#) to take a short 5-minute survey.

- This is the same survey that you may have previously taken. We encourage you to complete it again, as your opinions may have changed since the last time you responded. Jackson Public Schools is using this information in an effort to continuously adapt to the ever-changing needs of our students, families, and staff.
- Completing this survey is voluntary and all responses are anonymous.
- Remember to click SUBMIT at the end of the survey to make sure your responses are received!
- Please share your feedback by Tuesday, November 10.

Parents/Guardians: If you have more than one child in the district, you will have the opportunity to indicate how many children you have in the survey and then complete a portion of the survey with each child in mind.

Your voice is critical in helping leaders across the district better understand what is working well and what can be improved during this time. We are looking forward to your feedback!



The Fall Learning Experience Survey takes only five minutes to complete. Parents, students, and staff have an opportunity to shape the District's plans to improve virtual learning.



District accountability model for school climate and wellness

- JPS provide a Fall Learning Experience Survey to allow parents to voice how things can improve in the areas of meals, childcare, health and well-being, technology and internet access.
- JPS administers a Comprehensive Needs Assessment to all stakeholders to gauge satisfaction of facilities, safety, and relationships between staff and students.
- The Office of Climate and Wellness conducts Culture and Climate Walks in order to provide support to schools in their specified areas of need.







Attention Community Partners!

Please join us on
Friday, August 21, 2020, at 11:00 a.m.

for an update on the JPS Virtual Learning Instructional Plan
from JPS Superintendent Dr. Erick L. Greene
and other members of our Administrative team.

Learn how you can support our teachers and families.

Virtual Parent Support Workshops

The Parent and Family Engagement office is providing a series of workshops designed to assist parents with virtual teaching and learning. These sessions will be offered in small groups to provide information on:

- **Education Technology**
 - Active Parent
 - Clover
 - Google Classroom (Elementary)
 - Canvas (Secondary)
- **Digital Citizenship**
- **Internet Safety Tips**
- **Information on JPS and Mississippi Department of Education websites**

We will also share information about:

- Available academic, nutritional, medical, dental and mental health supports
- The educational, social and emotional impacts of virtual learning

Please use the link below to register.

<https://forms.gle/ZV478hwSARDAaSei7>


You will receive an invitation to join these Zoom meetings.

SESSIONS ARE EACH THURSDAY
October 8 - November 19, 2020


MORNING SESSIONS
Elementary and Secondary
11:00 a.m. to 12:30 p.m.

EVENING SESSIONS
Elementary and Secondary
5:30 p.m. to 7:00 p.m.

IN PARTNERSHIP WITH:



Marion Counseling Services and Choices for Children and Families



VIRTUAL PARENT WORKSHOP SERIES



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Fostering relationships between scholars and caring adults

- Community partners' meeting held to share resources that will support teachers and families;
- Talk About the Problems (TAP) holds summit for mediators and continuous training;
- Virtual Parent Support Workshops;
- Accelerated Reader (AR) Celebrations;
- Student Recognitions;
- District Partnership w/ Parents of Public Schools (Helping Special needs Students during and after COVID-19 Pandemic).



TAP - Talk about the Problems



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T.A.P. (Talk About the Problems) is a peer mediation program empowering students, strengthening schools, and helping students develop communication, leadership, and conflict resolution skills.

TAP 2020 Virtual Plan

Activity	Details	Timeline
Virtual Refresher Training •	Zoom session to review previously learned TAP skills	Early Fall
Virtual Mediations	Collaboration to determine most effective way to submit requests. Mediations via Zoom currently	Continuous
Staff Presentations	Orientations to help navigate new social emotional environment	Early Fall
District Meetings	Site coordinators, administrators, district representatives and TAP staff will speak one-to-one with schools and trouble shoot	Monthly
Zadeck Mentorship	Connects TAP mediators with adult role models from their communities	Monthly
TAP Summit	The method for transitioning the Summit to a virtual format is still in progress	Late Fall
New Mediator Training	Depending on the state's health and safety status, this training may be held via Zoom.	Spring

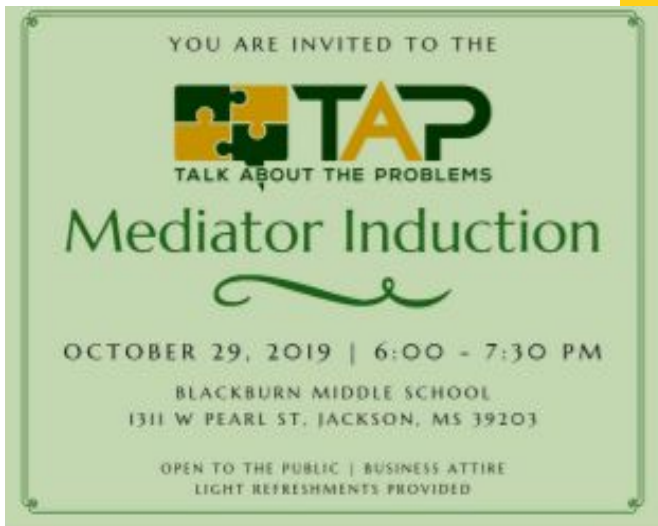


TAP Data

2019-2020 TAP DATA

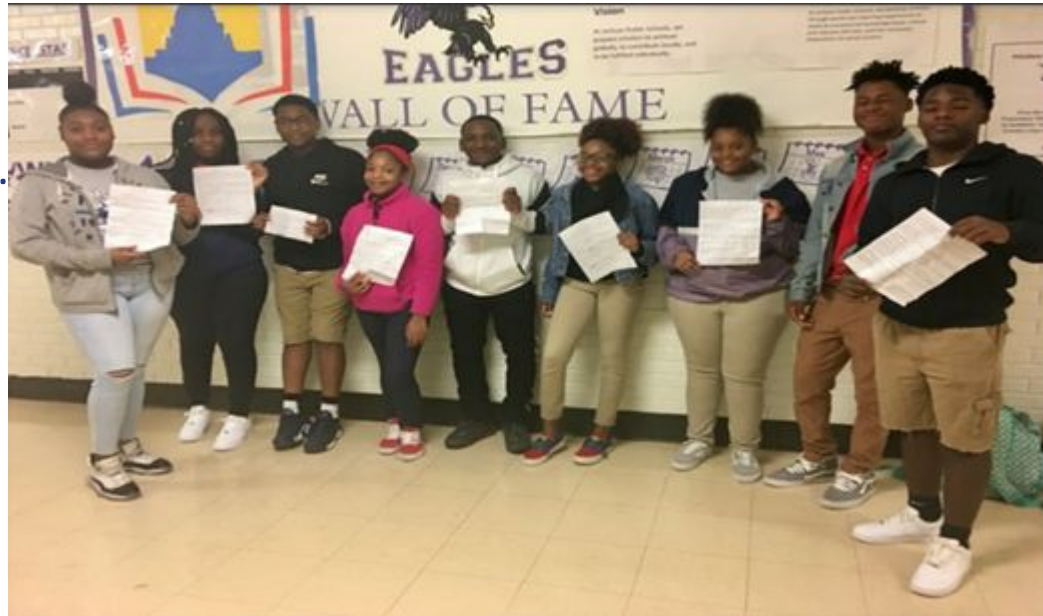
Number of mediators per school	Blackburn – 21 Whitten – 14 Kirksey - 8 Jim Hill – 16 Callaway – 20 Wingfield - 11
Number of mediations per school	Blackburn – 19 Whitten – 28 Kirksey – 18 Jim Hill – 21 Callaway – 1 Wingfield - 10
Total number of mediations that resulted in an agreement	75
Number of virtual training sessions	5 (45 minute sessions)





November Announcement 2019

Mediators at Whitten Middle School gave a presentation in celebration of Red Ribbon Week. Ms. Brown says: "The TAP mediators each had a script to read about the harmful effects of using illegal and prescription drugs. They read their scripts over the intercom."



February Announcements 2020

Blackburn Middle School has kicked off spring training for the year. We look forward to welcoming more TAP mediators into the community.



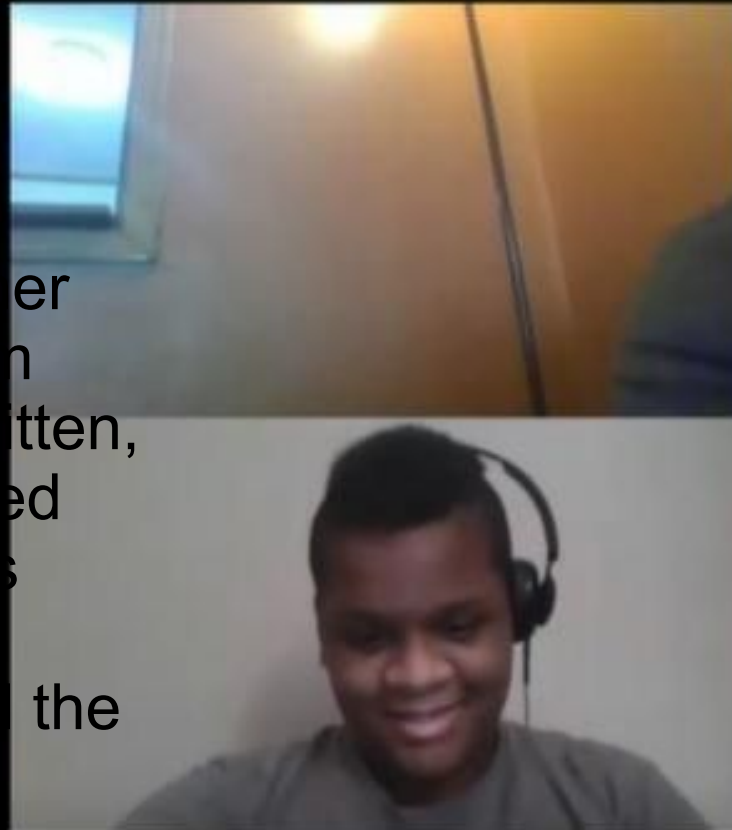
November Announcement 2019

We are excited to spotlight the seven new mediators at Kirksey Middle School. This is the first year of TAP at Kirksey, and these students are going to do a great job bringing peaceful solutions to their peers. Welcome to TAP!



Spotlight Scholars!

These scholars were featured in the monthly “*TAP Newsletter*” for completing their refresher training. Mediators from Jim Hill, Blackburn, Whitten, and Kirksey are prepared for virtual mediation this school year. During the trainings staff reviewed the Mediation Checklist, discussed ways to add informal mediation, and practiced roleplays.



Researching and implementing a district-wide framework to address Social-Emotional Learning (SEL)



JACKSON PUBLIC SCHOOL DISTRICT
SOCIAL EMOTIONAL LEARNING THEME: RESPONSIBLE DECISION MAKING

NOVEMBER 2 - 6, 2020

DATE(S)	DAILY ACTIVITY
Monday November 2, 2020	<p>Topic: Listening</p> <p>(CORE VALUE: RELEVANCE. CORE TRAIT: WISDOM. TOOLS FOR LIFE: PROBLEM SOLVING PROCESS & PROBLEM SOLVING TOOLS).</p> <p>Guiding Question: Are we losing our listening skills?</p> <p>ACTIVITY: Listening is an essential skill for success in everything we do. To help students develop it, students will watch the video that explores five exercises from Julian Treasure in the classroom and the students will complete the TED Talk viewing worksheet.</p> <p>WHOLE GROUP DISCUSSION:</p> <ol style="list-style-type: none"> 1. According to the video, what is listening? 2. Of the stated filters of listening, which one affects you the most? 3. How can you, as a student, benefit from RASA? <p>YouTube Video: https://youtu.be/cSohsYQ12A</p> <p>Use this document to complete while watching the TED Talk: https://4.files.edl.io/1ff6/09/06/19/140612-6f0b2c19-fec3-4c05-baef-9d6e12de1d3c.pdf</p>
Tuesday November 3, 2020	<p>Topic: Responsible Decision Making</p> <p>(CORE VALUE: RELEVANCE. CORE TRAIT: WISDOM. TOOLS FOR LIFE: PROBLEM SOLVING PROCESS & PROBLEM SOLVING TOOLS).</p> <p>Guiding Question: What is right vs wrong?</p> <p>ACTIVITY: Ethics are the standard of what is right and wrong, and they are based on our values. Being ethical requires making a moral judgment, and that's not always easy. Ethical behavior takes courage and has to be practiced. If instincts tell you it's a clear choice between right and wrong, follow your instincts. The</p>



Social Emotional Learning at Home

DAY 1



Walk Through Tool

<p>Social Emotional Learning: The teacher builds genuine connections with students</p> <ul style="list-style-type: none"> - greeting students by name as they enter the meeting - calling on students by name - referring to things students have said in the past - teacher and students sharing about themselves - opportunities for teacher and students to engage in dialogue 	<p>Virtual Engagement (SAMR integration): Teacher utilizes virtual tools and platforms to support student engagement</p> <ul style="list-style-type: none"> - chat - breakout rooms - Padlet - FlipGrid - virtual whiteboard
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Date	Teacher Name/Subject	Teacher/Student Connections (0=no 1=yes)	Virtual Engagement (0=no 1=yes)	SAMR	Evidence
8/26/2020	Jessica Johnson, 7th grade science	1	1	S	* greeted students at the beginning of class, used annotation for opening activity
8/26/2020	Kate England, 6th grade interventionist	0	1	M	* no opportunities for students to talk during first 15 mins, used chat to ask for responses for fill in the t
8/27/2020	Sulma Mohanty, 7th/8th grade ELA	0	0	M	* didn't greet students and no opening, first 15mins used to review attendance policy then had student
8/27/2020	Kim Smith, 6th grade ELA	1	1	A	* greeted students and had opening activity, students discussed their opinions on yesterday's story in t



Researching and implementing a district-wide framework to address Social-Emotional Learning (SEL)

- Counselors develop monthly lesson plans/ activities for SEL support during the instructional day.
- Administrators receive continuous training and use an SEL Walk Through – Tool to observe SEL in the classroom.
- JPS offices provide district and school level professional development.



Fostering learning experiences that are fun and deeply engaging

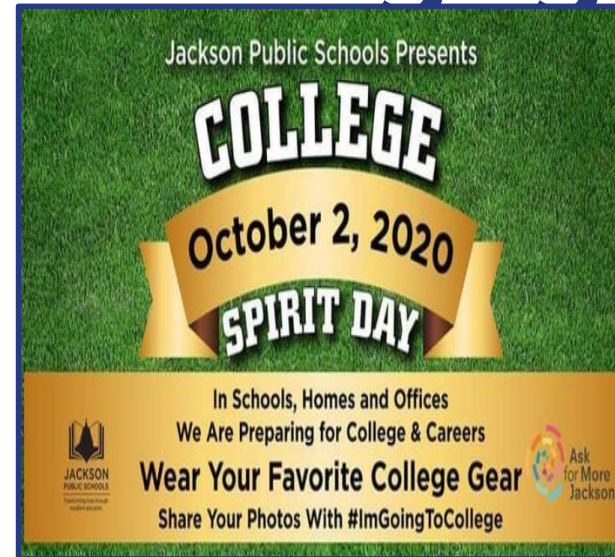


Fall Festival
Child Nutrition
October 30, 2020
4:00-6:00 p.m.

Bates/Cardozo
Peeples
Kirksey
Northwest
Blackburn
Galloway

Not Tricks Just Treats
Children are encouraged to wear costumes.
Bring a bag for your treats!
This is a free community event sponsored
by the Child Nutrition Department.

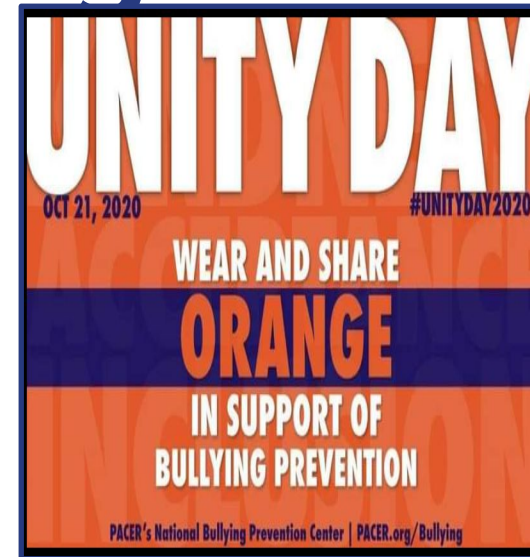
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Jackson Public Schools Presents
COLLEGE
October 2, 2020
SPIRIT DAY

In Schools, Homes and Offices
We Are Preparing for College & Careers
Wear Your Favorite College Gear
Share Your Photos With #ImGoingToCollege

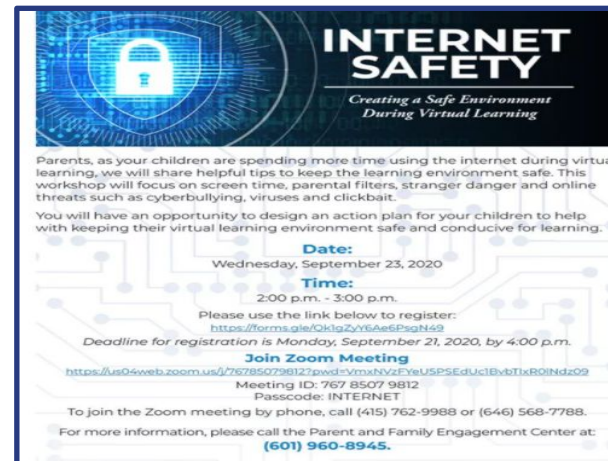
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Ask
for More
Jackson



UNITY DAY
OCT 21, 2020 #UNITYDAY2020

WEAR AND SHARE
ORANGE
IN SUPPORT OF
BULLYING PREVENTION

PACER's National Bullying Prevention Center | PACER.org/Bullying



INTERNET SAFETY
Creating a Safe Environment
During Virtual Learning

Parents, as your children are spending more time using the internet during virtual learning, we will share helpful tips to keep the learning environment safe. This workshop will focus on screen time, parental filters, stranger danger and online threats such as cyberbullying, viruses and clickbait.

You will have an opportunity to design an action plan for your children to help with keeping their virtual learning environment safe and conducive for learning.

Date:
Wednesday, September 23, 2020
Time:
2:00 p.m. - 3:00 p.m.
Please use the link below to register:
<https://forms.gle/2k1g2y7n6Ae6PsgN49>
Deadline for registration is Monday, September 21, 2020, by 4:00 p.m.

Join Zoom Meeting
<https://us04web.zoom.us/j/76785079812?pwd=VmxhbnZlYU5PSUdUcUJlbnR0NDZ09>
Meeting ID: 767 8507 9812
Passcode: INTERNET

To join the Zoom meeting by phone, call (415) 762-9988 or (646) 568-7788.
For more information, please call the Parent and Family Engagement Center at:
(601) 960-8945.



#TECHTIP TUESDAY



Self-help Tutorials
Glossary of Technology Terms
Support Pages for Clever, Canvas,
Google Classroom & More!

<https://parent.jpsms.org>

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Fostering learning experiences that are fun and deeply engaging

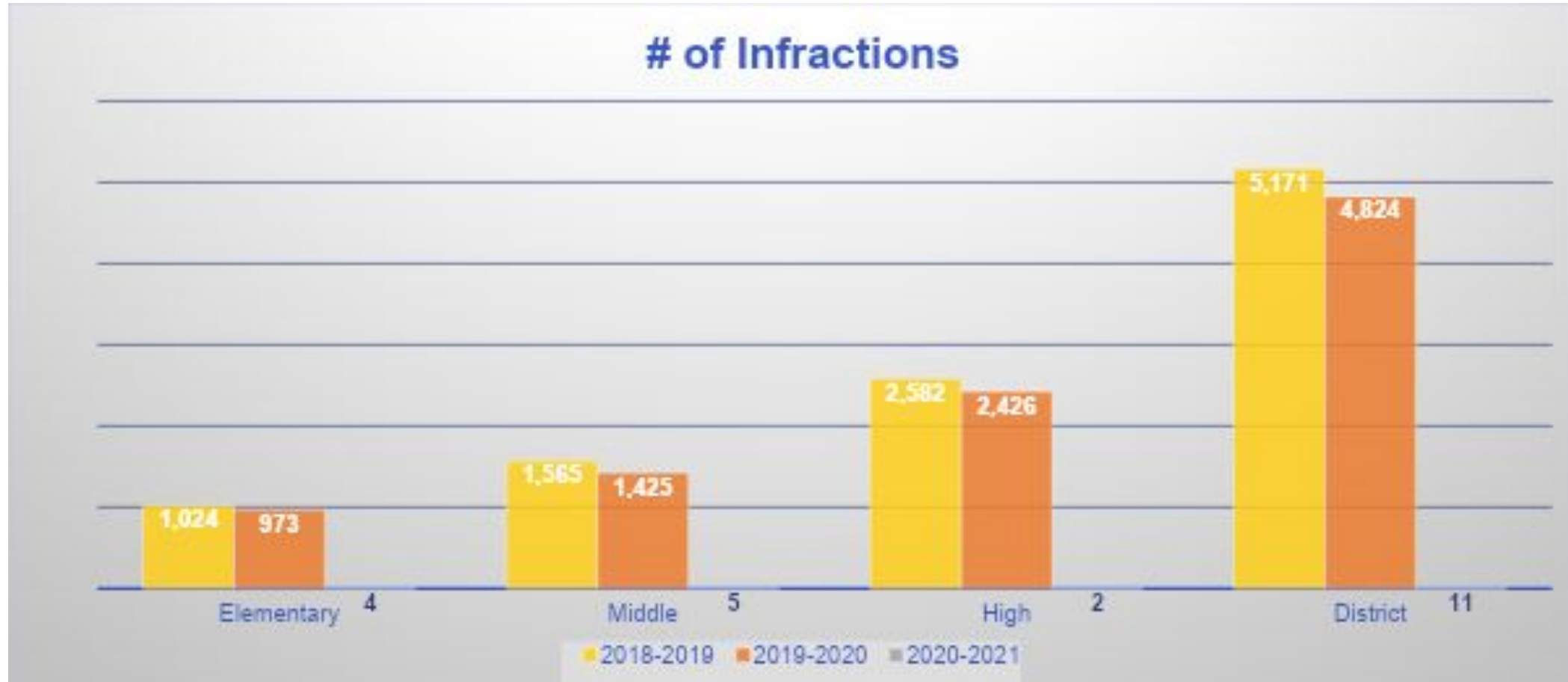
- Virtual platforms/ tools
- College Spirit Week
- Red Ribbon Week
- District Fall Festival
- Tech Tip Tuesday
- Social Media Challenge / High School Voter Registration Drive





Data Trends

Total Infraction Comparison



Top 5 Infractions

2018-2019

# of Infractions	Discipline Infraction
500	1. Inappropriate Behavior
395	2. Cutting Class
84	3. Electronic Device Violation
58	4. Late to Class/Tardy
44	5. Abusive Language to Student
1,081	Total

2019-2020

# of Infractions	Discipline Infraction
527	1. Disruption
436	2. Disrespect Towards Others
371	3. Truancy
86	4. Internet/Computer Misuse/Electronic
57	5. Dress Code/School Uniform

2020-2021

# of Infractions	Discipline Infraction
4	1. Disrespect Towards Others
4	2. Internet/Computer Electronic Misuse
1	3. Disruption
1	4. Academic Dishonesty
1	5. Firearm Possession
11	Total

Total Suspension Comparison



Discipline Cases

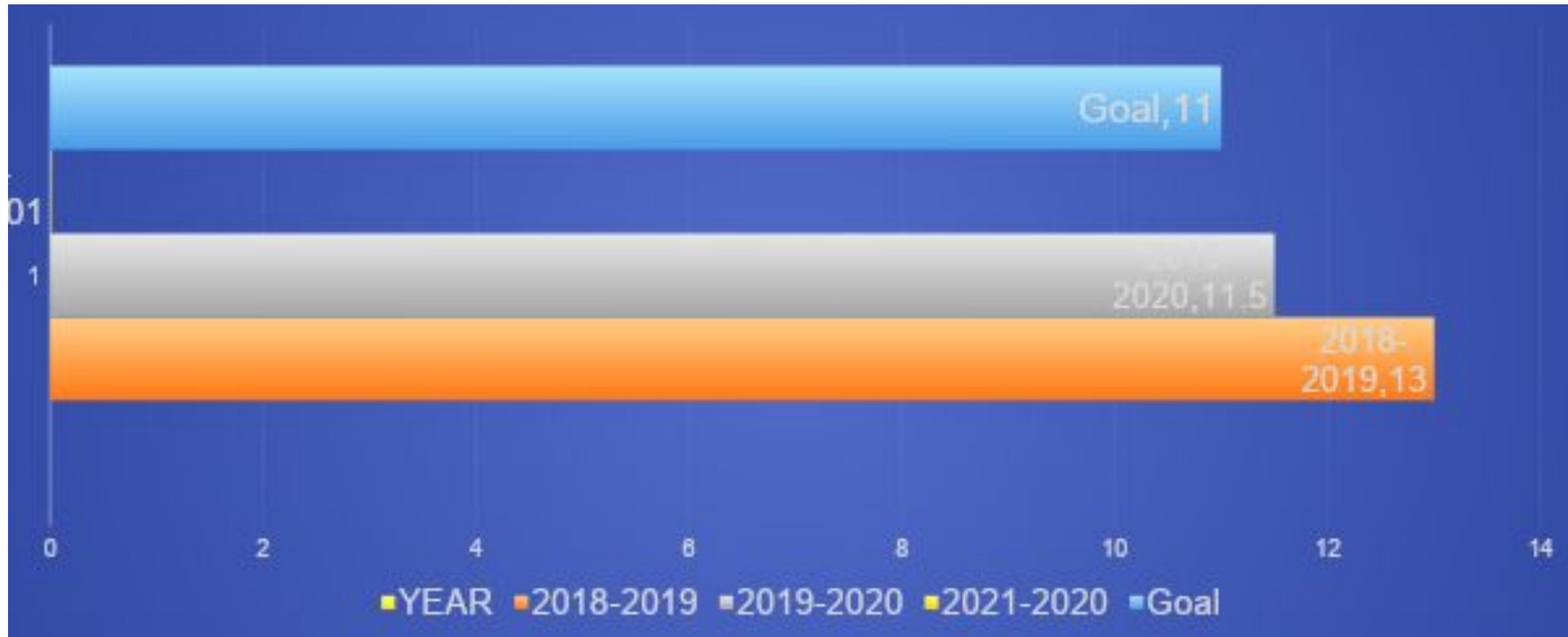
Alternative Placement



	AREA	SCHOOL YEAR	AUGUST	SEPTEMBER	OCTOBER	Total Quarterly Cases	Difference
	ELEMENTARY	2018-2019	1	2	2	5	-1
		2019-2020	0	3	1	4	
		2020-2021	0	0	0	0	-4
	MIDDLE	2018-2019	9	23	29	61	-31
		2019-2020	10	8	12	30	
		2020-2021	0	1	2	3	-27
	HIGH	2018-2019	17	28	37	82	+18
		2019-2020	36	33	31	100	
		2020-2021	0	0	0	0	-100
	CAPITAL CITY ALTERNATIVE	2018-2019	0	2	4	6	-5
		2019-2020	0	1	0	1	
		2020-2021	0	0	0	0	-1
	DISTRICT	2018-2019	27	55	72	154	-19
		2019-2020	46	45	44	135	
		2020-2021	0	1	2	3	-132



ON TRACK - Strategic Plan Goal: 10% or fewer students suspended by 2024



Key Takeaways

- Overall, our number of **disciplinary infractions are down** from last year (considering enrollment decline and pandemic).
- The District's commitment to provide joyful learning environments, implement Social Emotional Learning, promote positive relationships with scholars and adults is continuing to produce positive results.
- We are **ON TRACK** to meet this year's strategic plan goal to reduce the percentage of student suspensions to 11% or fewer.



Questions?

Amanda D. Thomas

Executive Director, Climate & Wellness

amthomas@jackson.k12.ms.us



Overview of the Teacher and School Leader (TSL) Grant



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Office of Teaching and Learning
Dr. Kimberly Smith, Executive Director
November 17, 2020

JPS Vision and Mission

Our vision is to prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Our mission is to develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.



JPS Core Value s

At Jackson Public Schools, we believe in the importance of the following core values:

- Equity
- Excellence
- Growth mindset
- Relationships
- Relevance
- Positive and Respectful Cultures



Presentation Objectives

To explain and articulate ...

- the purpose of the Teacher and School Leader (TSL) Grant
- the implications of the TSL Grant
- the funding and logistics of the grant





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Insight Education Group and Jackson Public Schools

Project I.G.N.I.T.E.

(Innovation Generation by Network Improvement Teams of Educators)

Commitment #2 - Innovative Teaching and Learning

Commitment #3 - Talented and Empowered Teams

Partnership Overview

Partnership between Insight Education Group and 4 school districts across Texas, Mississippi, Florida, and New York

- Greenville Independent School District (Texas)
- Jackson Public Schools (Mississippi)
- School District of Palm County (Florida)
- Syracuse City School District (New York)



Partnership Overview (continued)

Collaborate in a Network Improvement Community (NIC) to focus on critical levels impacting student achievement

- Improve student achievement
- Improve teacher and leader efficacy
- Create sustainable systems



Project Overview

Supports for the District

**Strategic
Planning**

**Leadership
Academies**

**Equity
Focused
Recruitment**



Participating JPS Schools (9 Schools)

- **Barack Obama Magnet School**
- **Bates Elementary School**
- **Galloway Elementary School**
- **Pecan Park Elementary School**
- **Van Winkle Elementary School**
- **Blackburn Middle School**
- **Brinkley Middle School**
- **Cardozo Middle School**
- **Provine High School**



Project Overview

Supports for the Schools

Instructional
Leadership
Teams

Professional
Learning
Communities

On-going
Coaching

Key
Positions

Stipends for
Additional
Responsibilities



Funding and Logistics

\$3.1 Million over a three-year period

- Salaries and Stipends
- Leadership Academies
- Recruitment and Retention Support
- Resource Development
- ADVANCE Platform
- Travel, Conferences and Fees



Implementation Timeline





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Questions Comments

2020 Benchmark 1 Data Review

November 17, 2020



Dr. Kathleen Grigsby
Pamela Franklin
Dr. Freddrick Murray
Dr. Kimberly Smith
Laketia Marshall-Thomas
Dionne Woody

JPS Vision and Mission

Our vision is to prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.





CORE VALUES

- Equity
- Excellence
- Growth mindset
- Relationships
- Relevance
- Positive and Respectful Cultures



Presentation Objectives:

1. Review and discuss the Benchmark 1 assessment data
2. Discuss probable strengths and weaknesses
3. Discuss instructional next steps

District Assessment Administration Dates

- ***Pre-Assessments**
 - September 14th – September 28th
 - Online and Paper-Pencil
- ***Benchmark 1**
 - October 13th – October 27th
 - Online and Paper-Pencil
- **Benchmark 2**
 - December 14th – 18th
 - Anticipated 100% Online
- **Benchmark 3**
 - March 8th – 12th
 - Anticipated 100% Online



A close-up photograph of various colorful wooden blocks and letters (red, yellow, green, blue) scattered on a blue surface. The blocks are of different shapes, including letters like 'C', 'E', 'H', and 'X', and some are cylindrical.

District Assessment Population

- 3rd Grade – 8th Grade: ELA and Mathematics
- 5th Grade and 8th Grade: Science
- High School MAAP Tests: Algebra I, English II, US History and Biology I





Elementary

English/Language Arts, Mathematics, and Science

Participation Rates

Grade/Subject	BM#1 Participation Rate	Minimum Participation Rate
3rd Grade ELA	89%	95%
3rd Grade Math	88%	95%
4th Grade ELA	91%	95%
4th Grade Math	90%	95%
5th Grade ELA	89%	95%
5th Grade Math	88%	95%
5th Grade Science	87%	95%



2019 vs. 2020 Benchmark #1

Subject	2019-2020 BM1 % Proficient	2020-2021 BM1 % Proficient	District 2021 (Year 2) Goal	District 5-Year Goal
3rd Grade ELA	23%	23%	44%	50%
3rd Grade Math	21%	22%	37%	50%
4th Grade ELA	23%	23%	33%	40%
4th Grade Math	29%	22%	31%	40%
5th Grade ELA	27%	24%	33%	40%
5th Grade Math	26%	24%	31%	40%
5th Grade Science	32%	36%	N/A	N/A





Middle School

English/Language Arts, Mathematics, and Science

Benchmark I Data

Subject	Number tested 2020-2021	Percent Proficient 2020-2021	Participation Rate	Goal 2020-2021	Goal 2023-2024
6th Grade ELA	N-Count: 1,213	18%	83%	33%	40%
6th Grade Math	N-Count: 1,165	24%	80%	31%	40%
7th Grade ELA	N-Count: 1,299	19%	85%	33%	40%
7th Grade Math	N-Count: 1,324	23%	87%	31%	40%
8th Grade ELA	N-Count: 1,255	16%	84%	33%	40%
8th Grade Math	N-Count: 1,250	12%	84%	31%	40%
8th Grade Science	N-Count: 1,417	22%	95%	35%	40%
Algebra I	N-Count: 208	25%	95%	50%	80%



Benchmark I Comparison

Subject	2019-2020 BM1		2020-2021 BM1	
6th Grade ELA	N-Count: 1597	25%	N-Count: 1,213	18%
6th Grade Math	N-Count: 1579	22%	N-Count: 1,165	24%
7th Grade ELA	N-Count: 1577	20%	N-Count: 1,299	19%
7th Grade Math	N-Count: 1572	31%	N-Count: 1,324	23%
8th Grade ELA	N-Count: 1329	23%	N-Count: 1,255	16%
8th Grade Math	N-Count: 1335	21%	N-Count: 1,250	12%
8th Grade Science	N-Count: 1336	40%	N-Count: 1,417	22%
Algebra I	N-Count: 146	50%	N-Count: 208	25%

Percent Proficient





High School

Algebra I, Biology I, English II, US History

Benchmark I Data

Subject	Number tested 2020-2021	Percent Proficient 2020-2021	Participation Rate
Algebra I	N-Count: 1,669	9%	60%
Biology I	N-Count: 1,579	22%	64%
English II	N-Count: 1,109	21%	67%
U.S. History	N-Count: 969	24%	61%



Benchmark 1 Comparison

Subject	2019-2020 BM1	2020-2021 BM1	District Goal Year 2 2021	District Goal Year 5 2024
Algebra I	16%	9%	19%	30%
Biology I	22%	22%	--	--
English II	19%	21%	33%	40%
US History	30%	24%	--	--
Percent Proficient				





Probable Areas of Strengths and Opportunities for Growth

English/Language Arts (3rd- 8th and Eng. II)

Standards that Indicate a Probable Strong Foundation

Acquire and **use** accurate grade level vocabulary

Determining the meaning of words and phrases

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Literature)

Standards that Indicate Probable Supports are Needed

Determining the main idea

Explaining events procedures, ideas, and concepts

Comparing and **contrasting** points of view, theme, etc. (Informational Text)



Science (5th, 8th, and Biology I)

Standards that Indicate a Probable Strong Foundation

Develop and **use** scaled models of Earth's solar system to demonstrate the size, composition

Use an engineering design process, develop a system to capture and distribute thermal energy

Develop criteria to **differentiate** between living and non-living things.

Standards that Indicate Probable Supports are Needed

Design and interpret models of food webs to justify what effects the removal or the addition of a species

Using specific examples, **explain** how cells can be organized into complex tissues, organs, and organ systems in multicellular organisms.

Develop and **use models to explain** how the cell deals with imbalances of solute concentration across the cell membrane (i.e., hypertonic, hypotonic, and isotonic conditions, sodium/potassium pump).



US History

Standards that Indicate a Probable Strong Foundation

Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, “New Immigrants,” Knights of Labor, American Federation of Labor, and the Industrial Workers of the World,.....

Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women’s suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of

Standards that Indicate Probable Supports are Needed

Evaluate the role of the Rough Riders on the iconic status of President Theodore Roosevelt.

Trace national legislation resulting from and affecting the Progressive Movement including: the Sherman Antitrust Act and the Clayton Antitrust Act.



Mathematics (3rd – 8th)

Standards that Indicate a Probable Strong Foundation

Fluently **divide** multi-digit numbers using the standard algorithm.

Apply properties of operations as strategies to add and subtract rational numbers.

Standards that Indicate Probable Supports are Needed

Use place value understanding to **round** multi-digit whole numbers to any place

Solve real-world and mathematical problems involving the four operations with rational numbers.

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.



Mathematics (Algebra I)

Standards that Indicate a Probable Strong Foundation

Standards that Indicate Probable Supports are Needed

Middle School	High School	Middle School	High School
Create equations and inequalities in one variable and use them to solve problems.	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system *All function and statistic standards	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modelling context.





Sample Assessment Items


BM1 – 3rd Grade Math

Standard: OA.1 *Interpret products of whole numbers*

Which situation represents the expression 8×4 ?

- A There are 8 cars in a parking lot. Then 4 more cars park. How many total cars are in the parking lot?
- B There are 8 cars in a parking lot. There are 4 cars in each row. How many rows are there?
- C There are 8 cars in a parking lot. Then 4 cars leave. How many cars are in the parking lot now?
- D There are 8 cars in a parking lot. Each car has 4 tires. How many total tires are in the parking lot?

Response Distribution

A	40%
B	29%
C	15%
D 	15%
Blank	2%



BM1 – 7th Grade Math

Standard 7.RP.1

Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.

7. A chef uses $\frac{2}{3}$ cup of flour for every $\frac{1}{8}$ cup of water in a dough recipe. If the chef follows the recipe proportions, which statement is true?

- A The chef uses $\frac{3}{16}$ cup of flour for every cup of water because $\frac{1}{8} \div \frac{2}{3} = \frac{3}{16}$.
- B The chef uses $\frac{3}{16}$ cup of flour for every cup of water because $\frac{2}{3} \div \frac{1}{8} = \frac{3}{16}$.
- C The chef uses $5\frac{1}{3}$ cups of flour for every cup of water because $\frac{1}{8} \div \frac{2}{3} = 5\frac{1}{3}$.
- D The chef uses $5\frac{1}{3}$ cups of flour for every cup of water because $\frac{2}{3} \div \frac{1}{8} = 5\frac{1}{3}$.

Answer	Response
A	20.7%
B	27.9%
C	23.1%
D	27.3%
Blank	1%



BM1 - Algebra I Assessment Item

Priority Standard

Standard: A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and **interpret** solutions as viable or non-viable options in a

19. A parent bakes two types of cookies, white chocolate and peanut butter, for a bake sale. The parent bakes 5 times as many white chocolate cookies, w , as peanut butter cookies, p , and bakes a total of 360 cookies.

Which equations represent the situation?

- A $p - w = 360$ and $p = 5w$
B $p - w = 360$ and $w = 5p$
C $p + w = 360$ and $p = 5w$
D $p + w = 360$ and $w = 5p$

Answer	Response
A	18.7%
B	14.5%
C	45.5%
D	17.5%
Blank	3.8%



FIT: Performance Errors and Misconceptions

Observation(s)

Reason(s)

Possible Solution(s)

Instructional Strategy

Learning Environment

Time/Frequency/Duration

PD for Teachers

Materials for Teachers/Students



FIT Analysis (Algebra I Assessment Item)

Misconceptions:

- Students may struggle to interpret the verbal representation of “5 times as many white chocolate cookies, w , as peanut butter cookies, p ,” as **$w = 5p$ NOT $p = 5w$**
- Students may not have read and understood the entire word problem.
- Students may not have been exposed to word problems during class time that ask to represent situations.
- Students may struggle with creating equations from word problems.
- Students may have failed to justify their answer by using real numbers to determine if the number sentence is a viable option.





Next Steps

Next Steps

- **Conduct FIT Meetings (PLC)**
 - Analyze performance data to identify skill gaps and deficits
 - Improve teacher effectiveness
 - Improve curriculum development and instructional delivery
 - Find the root causes of problems and misconceptions
- **Effectively utilize individual score reports**
 - STAR Reports and Certica Reports
 - Determine strengths and weaknesses
 - Plan small group instruction activities
- **Effectively utilize scaffolding documents**
 - Accelerate on-grade level learning experiences
 - Reduce learning gaps with intentional embedded safety nets



Next Steps, Continued

- **Continue to effectively utilize the MTSS process to**
 - conduct individual and small group interventions
 - progress monitor to track progress, consistently
 - course-correct based on student outcome
- **Effectively conduct professional learning opportunities to**
 - provide support for effective best instructional practices.
 - provide support for how to effectively implement core curricula resources.
 - improve inquiry-based instruction
 - follow-through with immediate coaching and feedback.



Additional Layer of Support for Third Grade Scholars

- Third Grade Success Plans – Comprehensive Support
 - Data-driven Strategies
 - Targeted Interventions
 - Progress Monitoring
- Third Grade Specific Support for High Leverage Standards
 - Professional Learning Sessions
 - Tracking student progress on high leverage standards
 - Prioritization of third grade scholars to receive devices to help meet strategic plan goals





Questions and Comments



Item VI:

Public Participation for General Comments and/or Proposed Policy Issues



Item VII: Information Items Only

A. Board Member Reports (**Letitia S. Johnson, Board President**)

Item VIII: Information/Action Items

Sharolyn Miller, Chief Financial Officer

- A. Approval of the Memorandum of Termination between the Jackson Public School District and BHDJ3, LLC
- B. Approval of Monthly Financial Report for month Ended October 31, 2020
- C. Approval of the Equity in Distance learning Act (EDLA) Award and the MS Pandemic Response Broadband Availability Act Award
- D. Approval to Award RFP #2020 for the Wireless Network project (Materials) to Geoverse, LLC and to Reject All Responses for Construction **(Joe Albright, COO)**



Item IX:

Consent Agenda Items – Finance

(Sharolyn Miller)

- A. Recommendation to Dispose of Surplus Property
- B. Approval of Various Donations
- C. Approval of the Accounts Payable Claims Docket and the Ratification of the Travel and Activity Fund Claims for the period of October 24, 2020 through November 6, 2020
- D. Approval of Various Bids
- E. Approval of Contract Adjustment Change order #1 for Murrah High School Entry Walkway renovations
- F. Approval of Contract Adjustment Change Order # for Upgrades to All High School Science Labs
- G. Approval of Contract Adjustment Change order #1 for Callaway High School - Roof, HVAC and Gymnasium





Item X:

Consent Agenda Items – General (Laketia Marshall-Thomas)

- A. Approval of the Contract between Major Clarity and the Jackson Public School District (JPSD) to Provide a College and Career Readiness Tool



Item XI: Consent Agenda Items – Personnel– General

- A. Approval of Staff Personnel Matters (**Saundra Lyons**)



Item XI-XII: Consideration to Hold an Executive Session & Adjournment



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